Course Description and Objectives

The primary goal of this course is to provide a comprehensive introduction to the field of college student personnel and its role in higher education in the United States. A related goal is to develop a broad foundation of knowledge to which subsequent study, practitioner skills, and research strategies may be added.

Students participating fully in the course will develop an understanding of the:

- Historical and philosophical influences and organizational structures that have guided the evolution of higher education and the student affairs profession
- Purpose, organization, roles, and functions of student affairs and its relationship to the academic community
- Changing nature of higher education in the United States and the role higher education should play in a multicultural society
- Roles of the student affairs professional, issues of concern to the contemporary practitioner, and the initiation of a professional identity within the field
- Role of the professional literature and various professional associations as contributors to continuous professional development
- Skills of analysis, synthesis, and communication (verbal and written) concerning issues and ideas relevant to the student affairs profession

Required Books

As you start the program, you also begin to build your professional library. These are resources you will likely keep in your collection at the conclusion of the course.


Learning Activities

* Participation and Attendance

All members share responsibility for the success of this course. As such, you are expected to participate actively in each class session. Doing so requires you to attend every class session for the full period, arriving prepared by doing all assigned readings and projects. Readings offer us a common language with which to explore our thinking. The reading materials themselves do not determine or create our thinking; that is your
job as a learner. Good thinking comes from a critical eye willing to look beyond what is claimed to pursue a number of very important questions. Do I understand what is being explained? Do these ideas fit my experience of the world? Do they change how I think about the world? What are the implications of these ideas? How do they encourage me to act? What are the issues that emerge from these concepts and ideas? You will be asked to make thoughtful contributions in large and small group discussions and share your informed reactions to readings, speakers, and general class discussions.

* Higher Education and Student Affairs Timeline

**Purpose:** The purpose of this collective project is to review and discuss the history of higher education and student affairs in the United States and how that history shapes the current landscape in colleges and universities.

**Guidelines:** Students will use Tiki-Toki, an interactive, online learning tool, to contribute to a digital timeline containing important people and events in the history of higher education and student affairs. Each student will research and add three entries to the timeline.

1. **Undergraduate Institution:** One strength of the CSP program is the wide variety of colleges and universities our students attended as undergraduate students. Learn a bit about the founding of your school and add this to the timeline. If we have multiple BGSU graduates in the class, some will choose another institution they attended (e.g., a community college) or a school at which they might like to work. Use the institutional seal as the image. See Aquinas College as an exemplar.

2. **Higher Education History:** In class you will be randomly assigned a person or event important to higher education to research and add to the timeline. Briefly describe its importance to higher education, its relevance today, and an image. See Harvard College as an exemplar.

3. **Student Affairs History:** In class you will be randomly assigned a person or event important to student affairs to research and add to the timeline. Briefly describe its importance to student affairs, its relevance today, and an image. See Phi Beta Kappa as an exemplar.

**Directions:** You can log into the timeline at the following address, using the password distributed in class: [http://www.tiki-toki.com/timeline/entry/675638/History-of-Higher-Education-and-Student-Affairs-CSP-6010-Thursday/](http://www.tiki-toki.com/timeline/entry/675638/History-of-Higher-Education-and-Student-Affairs-CSP-6010-Thursday/). You may edit the timeline by clicking on the box in the bottom left corner listed as Edit this timeline. Enter your name and the secret word provided in class and press Go. A PDF with images details directions and is posted on the Canvas site.

For each event, enter: (1) a short, descriptive title, (2) year of event, (3) short description including the importance to higher education or student affairs and relevance today (just a short description for undergraduate institution), (4) link to additional information, and (5) photo.

* Issue Papers

**Purpose:** The purpose of this assignment is to develop an understanding of current salient issues in higher education and student affairs, to introduce students to the profession's knowledge base, and to develop the skills of careful thinking and clear writing.

Student affairs professionals are often called upon to prepare written documents explaining complex issues facing administrative units, proposals for new programs, or documentation of the need to continue existing programs. Since senior-level administrators, faculty, or governing boards with little expertise in student affairs often read these papers, our ability to present arguments clearly, concisely, and convincingly (with appropriate documentation) is extremely important.

**Guidelines:** You will write two issue papers. To accomplish this task, identify two important, current, compelling (or at least interesting!), or controversial issues in student affairs and collect resources addressing them. You are strongly encouraged to choose one issue relevant to your Functional 15. Be certain that a reasonable argument supporting and opposing a position on both issues can be made. For example, sexual harassment is not a controversial issue. One cannot reasonably argue in support of sexual harassment. One can, however, argue the merits of a particular policy for handling charges of sexual harassment. You should focus on a policy or practice question, not a research question. In other words,
“Should we have this policy?” vs. “Is this policy effective?” The latter is a research question. However, you might argue for a position (pro or con) based on the effectiveness (or lack of it) as supported by research (e.g., research supports the effectiveness of this approach, I agree with it philosophically, and therefore I support the position). I recommend that you talk with me about your topics before you commit to them.

Browsing literature from our field will help spark your ideas. In addition to journals such as *Journal of College Student Development*, *Journal of Student Affairs Research and Practice*, *Journal of Higher Education*, *Journal of College Student Affairs*, and *Journal of College and University Student Housing*, you may also get ideas from non-refereed publications such as *About Campus*, *Inside Higher Ed*, and the *Chronicle of Higher Education*. You might also interview a practitioner about your chosen topic.

Each issue paper must include at least three references and at least two should be from a refereed journal. At least one citation in both papers must be from the JCSD, JSARP, NASPA Journal, or JHE. Since a major purpose of this assignment is to introduce you to the profession’s literature base, citations from the popular press (e.g., newspapers and magazines) and websites (e.g., Wikipedia) should be avoided and will not count toward the three required references.

You will write two issue papers using this format:

1. Briefly explain the issue, making clear the particular question at hand (e.g., should we have this policy?). The issue should be clear to the reader in the first paragraph. Being able to pose a question to which one can reasonably argue yes or no is a good indication that you have focused on a particular issue and are not just swimming around in a large topic.

2. What is the most compelling argument supporting a position on the issue?

3. What is the most compelling argument opposing that position on the issue? (2 and 3 can appear in either order)

4. What is your position on the issue? Make a convincing case to explain why you have taken that position.

5. To which functional area(s) is this issue most relevant?

6. What are the implications of your position for student affairs practice?

One purpose of this assignment is to learn to write in APA style; therefore, your paper (including references and citations) must follow APA guidelines in the *Publication Manual of the American Psychological Association*. **Issue papers may not exceed 1,000 words** (excluding the reference list). Do not include a cover page. Use the word count function of your word processor and type the word count at the end of the text of paper, prior to the reference list (e.g., word count = 998).

Your writing style and analytic abilities are critical in these papers. For tips on style consult Chapters 3 and 4 of the APA manual.

Issue papers are graded on the clarity of the issue and positions argued, strength of the arguments made, implications drawn, quality of writing (i.e., graduate-level writing that is free of APA, grammar, spelling, syntax, logic, organization, clarity, and style errors). Choose an appropriate title for your issue paper. You may revise and resubmit your first issue paper twice. Your second issue paper will be reviewed by a classmate and resubmitted based on that feedback. You may submit one additional revision after receiving a grade on the second issue paper. **Submit originals with revisions.**

*Please download the Paper Submission Checklist from Canvas and submit it with your assignment.*

*Functional 15*

Purpose: To learn about different functional areas frequently associated with student affairs.

Guidelines: Beginning with the appropriate chapter from the *CAS Professional Standards for Higher Education* (most recent edition) and talking (not e-mailing) with one student affairs practitioner in your assigned
functional area, prepare a creative, one-sheet, double-sided handout for each class member and one to me electronically to mewilso@bgsu.edu and kklima@bgsu.edu. This handout should include:

1. A few key points from a recent article in the Chronicle of Higher Education or Inside Higher Ed that addresses an issue for the functional area (summarize the article; do not include the full text; include article title and author); send a link to the article to your classmates and instructors no later than noon on Friday of the week prior to your Functional 15

2. One or two highlights from your interview with a practitioner (professional staff member)

3. One or two highlights from the relevant CAS standards

   The CAS Professional Standards for Higher Education (9th edition) is available in the HESA office and on reserve at the Jerome Library. You may take the HESA book to the computer lab on the second floor to make a photocopy or PDF of the standards for your functional area. Please return the book to the HESA office immediately. At the library, you can check out the book for two hours and make a photocopy or PDF.


4. A website address for a professional organization related to your functional area

5. A job announcement for an entry-level, Master's-required (or preferred) position in that functional area; try to find one that includes a salary (or call the human resources office on that campus) and include the URL of the posting

6. APA citations for the article and CAS Standards

On the day your assignment is due, come prepared to help facilitate an engaging discussion on the functional area during the 15 minutes of the class devoted to this topic. Assume that class members have read the article and do not read your notes or handout to us. Instead, focus on a few key points and engage the group in discussion or activity. Compelling discussion will focus on difficult issues, controversies, current news, or legal challenges rather than “What was your experience with this functional area as an undergraduate?” If you did one of your issue papers on a topic related to your Functional 15, this would be an excellent opportunity to address it. Well-chosen articles can promote complex and interesting dialogue.

* Midterm Project

Purpose: To assess student's learning about the history and philosophy of higher education and student affairs and to offer students the opportunity to develop their presentation skills.

Guidelines: Each student will be randomly assigned to a group (2-3 students total) that will prepare a 15-minute presentation on a topic related to the history of higher education, the history of the student affairs profession, or the profession's philosophy and values.

1. Role of Federal Government in Postsecondary Education
2. Development of Deans in Student Affairs
3. Effects of the Law on Higher Education and Student Affairs
4. Foundational Documents in Student Affairs
5. Institutional Diversity in Higher Education (i.e., institution type)
6. Broadening of Educational Opportunity and Access (i.e., student diversity)

Groups will deliver their presentations during the 9th class session. Each group will demonstrate its knowledge of the assigned topic by developing an interactive presentation (using presentation software, video, storyboarding, or other media) and teaching the class about the assigned topic.
Additionally, each student will prepare (individually) a 500-word essay summarizing the importance of your topic to your role as a student affairs professional, your contributions to the presentation, and what you learned about yourself as a learner through this project.

* Faculty Paper

**Purpose:** To learn about and reflect on the roles and responsibilities of faculty and the cultures of and collaborations between faculty and student affairs, and to interact with faculty as members of a campus subculture with its own specific values and concerns.

**Guidelines:** Contact an undergraduate college or university faculty member [tenured, tenure-track, or full-time non-tenure-track faculty member (preferably with a terminal degree)] to request an interview. Because one purpose of the assignment is to become acquainted with a faculty member, please meet in person, not via phone, e-mail, or Skype. You do not need to interview a faculty member from BGSU. You may want to seek permission to audio-record the interview. Please choose someone you do not already know. Do the assigned readings prior to the faculty interview.

**Suggested Interview Questions:** (paraphrase and adapt as needed):

- What are your major roles and responsibilities as a faculty member?
- How would you describe the faculty culture on campus?
- What do you think is the purpose of student affairs programs and services on campus?
- What experiences have you, as a faculty member or as a student, had with student affairs?
- What role do you believe that student affairs should have in realizing the educational mission of an institution?
- Do faculty have a role in supporting the mission of the student affairs division? If so, what is that role?

Based on the interview and relevant readings, write an analysis paper not to exceed 1,750 words. (Include word count.) Papers should include:

1. A description of faculty roles and responsibilities and your reaction to them
2. Connections between the faculty member’s perceptions and key aspects of faculty culture as presented in course readings
3. Informed opinions about the faculty role and culture and its compatibility with the student affairs culture
4. Reflections on how you, as a student affairs professional, can work effectively with faculty; be specific in stating what you can do and how you can do it

In addition to informing your discussion with material drawn from the readings assigned for class, you must cite at least one additional relevant journal article in your paper.

Use a pseudonym in your paper to refer to the faculty member (preferably not “Dr. X”). You do not need to cite your interview as “personal communication.” Set up your paper indicating that you interviewed Dr. Jones. Then you can write something to the effect of “Dr. Jones said . . .”

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**Interviews**

In order to conform to BGSU’s guidelines for the ethical treatment of human subjects in research, you MUST inform participants of the following points before you start the interview:

- Why you are interviewing them
- What you will do with the information they are telling you
- If you are taping the interview, that you will erase or destroy the tape once you are done with the information on it
- How you will protect their confidentiality
- That they can decline to answer any question they choose and can end the interview at any point they wish
- That if they have any questions or concerns about the interview, they can contact your professor (give them my contact information from the front of this syllabus)
* Final Examination

**Purpose:** To demonstrate and understanding and integration of course content and the ability to apply that understanding to hypothetical (but realistic) situations.

**Guidelines:** The final examination will be a comprehensive take-home short answer and essay exam.

* Notes on Learning Activities

The objectives of this course will be pursued through required readings, class discussion, written assignments, and presentations. Final evaluation of your work will be based on the quality of your contribution to class discussions and on your performance on all written and oral assignments.

Assignments are due at the beginning of class on the dates indicated on the schedule. Late assignments will receive little or no written feedback and a lower grade unless we have made other arrangements prior to class.

Papers and citations should be submitted in APA style (6th edition). You are strongly encouraged to work with a classmate to critique and proofread one another's assignments. Each of you is likely to submit better papers and projects as a result of that process. Typographical and grammatical errors detract from your work and will be reflected in your grade. Please staple papers and do not submit plastic covers, folders, etc.

**Evaluation**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Letter Grade</th>
<th>Points</th>
<th>Weight</th>
<th>Total (Point X Weight)</th>
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<tbody>
<tr>
<td>Issue Paper #1</td>
<td>A+</td>
<td>9</td>
<td>.15</td>
<td>1.35</td>
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<tr>
<td>Issue Paper #2</td>
<td>A</td>
<td>8</td>
<td>.15</td>
<td>1.20</td>
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<tr>
<td>Timeline Entries</td>
<td>A-</td>
<td>7</td>
<td>.05</td>
<td>.35</td>
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<tr>
<td>Functional 15</td>
<td>B+</td>
<td>6</td>
<td>.10</td>
<td>.60</td>
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<tr>
<td>Midterm Project</td>
<td>B</td>
<td>5</td>
<td>.15</td>
<td>.75</td>
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<tr>
<td>Faculty Interview Paper</td>
<td>B-</td>
<td>4</td>
<td>.20</td>
<td>.80</td>
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<tr>
<td>Final Examination</td>
<td>C+</td>
<td>3</td>
<td>.20</td>
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Your final grade in the course based on is the weighted average of grades received on individual assignments and your contributions to in-class activities and discussions. You can track your grade on the following chart:

About grading: An “A” paper is excellent—very strong in every sense. It represents a very solid job in addressing all aspects of the assignment, shows complex thinking and insight, reflects graduate-level writing (including introductory and concluding comments and appropriate transitions linking various sections), and is free of errors (e.g., APA, grammar, spelling, syntax, logic, organization, clarity, style). A “B” paper is good. It has some weaknesses in one of more of these areas but captures the essential elements of the assignment. Lower grades
are assigned to papers with more significant weaknesses in the areas noted above and do not reflect the quality expected in graduate-level studies.

Incompletes are not given except for major emergencies (e.g., hospitalization) late in the term and only after consultation and mutual agreement upon a contract specifying when the work will be completed. Incompletes will not be granted simply because more time is desired to complete the assignments or one wishes to complete the course during a subsequent semester.

**Academic Integrity**

From the current Graduate Catalog:

The Academic Honesty Policy is designed to enhance and sustain an environment of ethical and principled intellectual pursuit, consistent with the core values of the University. This policy is based on respect for intellectual property as well as for one another. Academic honesty is essential to the academy. Honest pursuit of academic challenges and higher learning are the essence of the university experience. Respect for one another is fostered when our academic environment is free from cheating, lying and stealing not only of property, but ideas as well. Individual and personal quests for knowledge will expand and challenge students’ creativity and intellect. Academic dishonesty is contrary to intellectual growth and pride in a job well done. Bowling Green State University graduates have met the challenges of achieving scholarly excellence and higher learning. Compromising academic honesty negatively impacts the foundations of our academy. We strive to nurture the respect inherent in the honest attainment of scholarly excellence. Discussion of the Academic Honesty Policy provides an opportunity to instill in students respect for honest and appropriate behavior.

See the full policy on academic honesty in the BGSU Student Handbook, available for download at http://www.bgsu.edu/student-handbook/code-of-conduct.html

**Policies and Reminders**

- If you have a documented disability, are registered with the Office of Disability Services (http://www.bgsu.edu/disability-services.html), and are entitled to accommodations, please inform me as soon as possible so we can make appropriate arrangements.

- If you will miss class due to a religious observance or military obligation, please notify me as soon as possible.

- Announcements will be distributed via e-mail. Please check your account regularly.

- If you bring a cell phone or other electronic device to class, please assure that it either off or on silent mode. If you have an unusual situation during which you may need to take a call during class, please let me know before class begins if possible and slip out quietly to talk. Texting, using social media, and Web surfing are distracting to you and others and should not occur during class.
Citations for Readings on Canvas


Sample Citation for Chapters in Student Services

Citation for CAS Standards

Sample Citation for chapters in New Directions Monographs

You will typically cite individual chapters in an edited volume and may need to search back to find the volume editor. Do this by searching for “New Directions for Student Services” (or whichever monograph) in Summons on the library website.


Note: Initials precede surname following “In.”
## Schedule

Additional readings will be assigned as necessary / [C] Readings on Canvas course website

<table>
<thead>
<tr>
<th>Class #1—August 25: Course Introductions and Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>• American Psychological Association Manual: Chapter 3—Writing Clearly and Concisely</td>
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<tr>
<td>• Whitt: “Don’t Drink the Water?”: A Guide to Encountering a New Institutional Culture [C]</td>
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<tr>
<th>Class #2—September 1: History of Higher Education: The Colonial Period</th>
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<tbody>
<tr>
<td>• Thelin &amp; Gasman: Chapter 1—Historical Overview of American Higher Education [SS]</td>
</tr>
<tr>
<td><strong>Due:</strong> Upload timeline entry on your undergraduate institution</td>
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<tr>
<td><strong>Bring:</strong> Idea or two for first issue paper</td>
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<tr>
<th>Class #3—September 8: History of Higher Education: The New National Period</th>
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<tbody>
<tr>
<td>• Edgerton: Chapters 1 &amp; 2—Education White Paper: Three Minute History of Higher Education [C]</td>
</tr>
<tr>
<td><strong>Due:</strong> Issue paper #1 and paper submission checklist</td>
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<tr>
<td><strong>Due:</strong> Upload timeline entry on higher education history</td>
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<tr>
<td><strong>Functional 15:</strong> Academic Advising Programs</td>
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<tr>
<th>Class #4—September 15: The Roots of Student Affairs: University Building through World War I</th>
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<tr>
<td>• Coomes &amp; Gerda: Chapter 1—“A Long and Honorable History”: Student Affairs in the United States [C]</td>
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<tr>
<td>• Schwartz: How Deans of Women Became Men [C]</td>
</tr>
<tr>
<td>• Optional: Dungy &amp; Gordon: Chapter 4—The Development of Student Affairs [SS]</td>
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<tr>
<td><strong>Due:</strong> Upload timeline entry on student affairs history</td>
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<td><strong>Functional 15:</strong> Adult Learner Programs and Services</td>
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<tr>
<th>Class #5—September 22: Post World War I through Higher Education’s Golden Age and into the 21st Century</th>
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<tr>
<td>• Clark: The two Joes meet. Joe College, Joe Veteran: The G. I. Bill, College Education, and Postwar American Culture [C]</td>
</tr>
<tr>
<td>• Greenberg: The New GI Bill Is No Match for the Original [C]</td>
</tr>
<tr>
<td>• Griffin &amp; Hurtado: Chapter 2—Institutional Variety in American Higher Education [SS]</td>
</tr>
<tr>
<td><strong>Due:</strong> Issue paper #2 (Submit one via e-mail and bring one copy to class)</td>
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<tr>
<td><strong>Functional 15:</strong> Alcohol and Other Drug Programs</td>
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<tr>
<th>Class #6—September 29: The Student Affairs Profession: Guiding Assumptions—Part 1</th>
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<tr>
<td>• Evans &amp; Reason: Guiding Principles: A Review and Analysis of Student Affairs Philosophical Statements [C]</td>
</tr>
<tr>
<td>• ACE: The Student Personnel Point of View (1937) [C]</td>
</tr>
<tr>
<td>• ACE: The Student Personnel Point of View (1949) [C]</td>
</tr>
<tr>
<td>• Gerda, Coomes, and Asimou: Reflections on the SPPV [C]</td>
</tr>
<tr>
<td><strong>Due:</strong> Revision of issue paper #2 (Submit original with peer feedback.)</td>
</tr>
<tr>
<td><strong>Functional 15:</strong> Campus Activities Programs</td>
</tr>
</tbody>
</table>
### Class #7—October 6: The Student Affairs Profession: Guiding Assumptions—Part 2

- ACPA: The Student Learning Imperative: Implications for Student Affairs [C]
- ACPA & NASPA: Principles of Good Practice for Student Affairs [C]
- NASPA & ACPA: Learning Reconsidered [C]

**Functional 15:** Career Services

### Class #8—October 13: The CSP Profession: Philosophy and Values

- Reason & Broido: Chapter 5—Philosophies and Values [SS]
- Kocet & Herlihy—Addressing Value-Based Conflicts [C]
- Kolowich—When Does a Student-Affairs Official Cross the Line? [C]
- Blimling: Uniting Scholarship and Communities of Practice in Student Affairs [C]

**Functional 15:** Commuter and Off-Campus Living Programs

### Class #9—October 20: Midterm Project Presentations

### Class #10—October 27: Sociology of Higher Education: Student Diversity & Higher Education

- Chang, Milem, & Antonio: Chapter 3—Campus Climate and Diversity [SS]
- Pope & Mueller: Chapter 19—Multicultural Competence [SS]
- Bollinger: Why Diversity Matters [C]

**Functional 15:** Disability Resources and Services

### Class #11—November 3: Understanding Student Affairs Administration

- Heida: The Student Affairs Portfolio in Small Colleges [C]
- Wilson: Chapter 17—Organizational Structures and Functions [C]
- Kezar: Chapter 12—Organizational Theory [SS]
- Optional to Skim: Hirt & Strayhorn: Chapter 21—Staffing and Supervision [SS]

**Bring:** Organization chart of the student affairs division and college/university from your undergraduate institution and internship site (if you can locate it on-line)

**Due:** All issue paper rewrites (optional)

**Functional 15:** Housing and Residential Life Programs

### Class #12—November 10: Student Affairs Culture: Ethical Foundations

- Fried: Chapter 6—Ethical Standards and Principles [SS]
- ACPA’s Statement of Ethical Principles and Standards [C]
- NASPA's Standards of Professional Practice [C]

**Submit via e-mail by 8:00 a.m.:** One ethical question or concern that emerges from the readings

**Functional 15:** Health Promotion Services

**Functional 15:** Parent and Family Programs
### Class #13 — November 17: University Culture & Faculty Affairs: Partners in Common Enterprise

Guest: Andy Alt (CSP ’04), Assistant Vice Provost/Director of Advising
- Bloland: Key Academic Values and Issues [C]
- Love, Kuh, MacKay, & Hardy, C. M. (1993). Side by Side: Faculty and Student Affairs Cultures [C]
- Whitt et al.: Chapter 28—Academic and Student Affairs Partnerships [SS]
- Magolda: Proceed with Caution: Uncommon Wisdom about Academic and Student Affairs Partnerships [C]

**Due:** Faculty interview paper

**Functional 15:** Recreational Sports Programs

**November 24 — Thanksgiving Break (No Class)**

### Class #14 — December 1: Student Affairs Culture: Legal Foundations

- Student Services chapter from new edition

  **Submit via e-mail by 8:00 a.m.:** One legal question or concern that emerges from the readings

  **Functional 15:** TRIO and Other Educational Opportunity Programs
  Graduate and Professional Student Programs and Services

### Class #15 — December 8: Student Affairs Culture: Professionalism and Technology

- Arminio: Chapter 27—Professionalism [SS]
- Hirschy, Wilson, Liddell, Boyle, & Pasquesi (2015)—Socialization to Student Affairs [C]
- Martínez Alemán & Wartman: Chapter 30—Student Technology Use and Student Affairs Practice [SS]
- Jones, Harper, & Schuh: Chapter 31—Shaping the Future [SS]

  *Final exam distributed*

  **Functional 15:** Financial Aid Programs

### Class #16 — December 15: Course Evaluation and Wrap-up

- Whitt: “Don't Drink the Water?”: A Guide to Encountering a New Institutional Culture [C] (You read it before; please review it again.)

  **Due:** Final examination

Revised August 24, 2016 – Syllabus and schedule subject to revision with notice
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